



## **Redesign Plan**

### **Woods Lake Elementary: A Magnet Center For The Arts**

**Kalamazoo Public School District**

Ms. Tamara L Jamierson  
3215 Oakland Dr  
Kalamazoo, MI 49008-2825

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	7

## **Priority School Assurances**

Introduction.....	9
Priority School Assurances.....	10

## **Operational Flexibility Assurance**

Introduction.....	12
Assurance of Operational Flexibility.....	13

## **Transformation Redesign Diagnostic**

Introduction.....	16
PART A: REFORM TEAM PERSONNEL.....	17
PART B: TEACHING AND LEARNING PRIORITIES.....	18
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	21

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	30
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	34
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	38

# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Woods Lake Elementary: A Magnet Center for the Arts is a K-5 building that houses approximately 500 students. Woods Lake is also an ELL center providing services for 90 students. The enrollment has remained steady for the past three years. Woods Lake has a diverse population; 52% African American, 34% White, 12% Hispanic and 2% other. 28% of the instructional staff are African American and 72% are White. Woods Lake has a higher percentage of teachers of color than do most building within the District. Woods Lake's free and reduced numbers are at approximately 90%. Many of the students are at risk and this provides a challenge as we work towards meeting many of their social, emotional and academic needs.

### School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

#### Vision Statement

Woods Lake Elementary: A Magnet Center for the Arts --where academics and the arts create opportunities for learning in a safe and collaborative environment.

#### Mission Statement

The Mission of Woods Lake Elementary: A Magnet Center for the Arts, in collaboration with families and the community, is to foster and encourage academic success, instill respect for cultural diversity, and empower students to become responsible contributors to our global 21st century society.

#### Belief Statement

Woods Lake Elementary: A Magnet Center for the Arts believes...

- Every individual has the right to an environment that is conducive to learning.
- Every individual has unique learning styles and deserves respect.
- Learning needs to be the focus of every classroom.
- The school environment needs to foster self-worth and positive relationships among students, teachers, parents and the community.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

- Title I Tutors and Title I Parent Corps worker worked with K-5 classroom teachers during the day, providing instructional support with math and reading.
- The 21st Century After-School Program provided focused supplemental support to more than 80 students in the areas of ELA and math.
- Multiple interventions were used and documented for children at the strategic and intensive levels as indicated by DIBELS and Benchmark Assessments for ELA.
- Continuation of Positive Behavior Supports was established and specific procedures and routines were modeled and practiced throughout the year. SWIS data was routinely re-reported to the School Improvement Team and staff in creating behavior plans for targeted students.
- Title I Reading Interventionist, Title I School Community Resource Facilitator, and Title I Academic and Behavior Support Specialist worked with identified students on academic achievement and desired school appropriate behaviors.
- The Title I Reading Interventionist worked with students, coordinated assessment schedules and guided instructional interventions.
- Extended day kindergarten provided more than 500 hours of increased instructional time for more than 80 kindergarten students.
- Core content was reinforced through arts integration activities, which included the Gilmore Keyboard lab that provides group piano lessons for 100 students, 3rd grade workshops with the Wellspring Dance Company members, the Kalamazoo Symphony Orchestra, The Education for the Arts Foundation, Western Michigan University and Kalamazoo communities In Schools
- Three bilingual staff members worked with more than 80 students in the Bilingual Center and were translators at Parent/Teacher Conferences and for school newsletters.
- A Literacy night was developed for all students. The event was held in the spring, it included a meal and stations to see teachers and literacy coaches working with children. Student work was displayed; materials for parents to take home to work with their child and door prizes were available for the participants. Translators were also provided to assist with Spanish speaking parents.
- Professional Learning Communities have been in place and have helped direct instruction through data analysis, common assessments, and intervention implementation.
- The Kalamazoo Kids In Tune program infuses the existing KCIS after-school program with the El Sistema philosophy and methodology of music education. Four days each week (Mon-Thurs) children receive a hot meal, academic tutoring and literacy support, music instruction, and recreation.
- The school participated with a local high school in a mentoring program. More than 35 Phoenix High School students volunteered and tutored students in the areas of Reading, Math, Writing, Social Studies, and Science.
- Full Time Professional Dance Instructor provided integrated lessons with core academic content in grades K through 5.
- The school developed relationships with local agencies such as; The NAACP, The Hispanic Soccer League, Black Cultural Arts Center, Progressive Deliverance Church, SLD Center, KCMH, The Kalamazoo Public Library, Western Michigan University, The Gilmore International Keyboard Festival, Wellspring Dance Company, Education for the Arts, Michigan State University Extension Program, The Good News Club, Foster Grandparents, The Kalamazoo Symphony, Loy Norrix Peace Jam Organization and Phoenix High School.
- The Parent / Teacher Organization (PTO) has organized a number of social and academic activities. Academic activities included: Booths at the fall Open House / Curriculum night, Three book fairs sponsored by Scholastic, two Title I parent nights (Fall and Spring) to discuss parenting strategies and literacy resources around the community, booths at the spring Literacy night, assistance to teachers raising funds for field trips or classroom resources, and trips to the scholastic warehouse to buy books for students and teachers

Social activities included: An ice cream social in the fall before the start of school for parents to see who their classroom teacher would be, a "fun run" to promote exercise and physical activity while raising funds for the school, Donuts with Dads, Muffins with Moms, and Kids Invite



## Redesign Plan

Woods Lake Elementary:A Magnet Center For The Arts

---

Someone Special (K.I.S.S.) breakfasts to promote parent involvement, movie nights, roller skating, Bounceland fundraisers, Holiday Bazaar (local vendors sell their wares for a table fee at the school), Spring carnival, School-wide talent show

- Writing consultant to work with teachers on improving and refining writing instruction. This was a continuation of last year's efforts which resulted in a jump of 20% on fourth grade MEAP scores (from the third grade year)
- PACE (Practicing Artists and Contributing Educators) program after school drama group
- Fresh Fruits and Vegetable Program (FFVP), government initiative to promote healthy eating by providing a fruit or vegetable snack three times per week
- Pre-interns from Western Michigan University--Students worked in classrooms 2 days per week to observe and conduct lessons monitored by teacher mentors
- Partnership with Education for the Arts (EFA) program to prepare students to view a work of art through lessons involving music, movement, and visual art
- Partnership with Communities in Schools of Kalamazoo (CIS) to provide several health and wellness services including the following: Dental Van--visits for children to receive free dental cleanings and referrals if more services are required, Warm Kids program--provides winter coats and outerwear for children in need, First day Shoe program--provides a free pair of shoes in the fall for any family by request, Weekend food packs--provides bags of food for individual children to have for the weekend
- Girls on the Run of Greater Kalamazoo (GOTR)--Teachers serve as coaches two days per week from March to May to provide physical preparation for a 5k run and various self-esteem building sessions to promote a positive body image and appreciations of ones own unique strengths
- Title I tutor / mentors worked with selected children to promote positive academic and behavioral choices. Parents of these students were invited to two informational breakfasts during the year as well as regular communication to support their child(ren)'s success in school
- Girl Scouts lunch program and Boy Scouts meetings in evenings at the school
- Woods Lake Global Reading Challenge-- 4th and 5th grade students competed with groups from other schools to promote literacy
- Move that Bus! Positive behavior challenge for all students to earn positive bus tickets. Winners of the most tickets received a party at the end of each month
- Peace Jam

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Woods Lake Elementary: A Magnet Center for the Arts is striving to reach Academic Excellence. Its community partnerships and dedication to the students and parents have been exceptional. The Woods Lake PTO supports the involvement of parents and teachers by implementing various activities involving the families and the Woods Lake Community.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Kalamazoo Teacher Eval Framework KPS Staff Evaluation - Growth

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Kalamazoo Administrator Eval

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Kalamazoo Executed Addendum/MOU

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Dates to be determined.	



## Redesign Plan

Woods Lake Elementary:A Magnet Center For The Arts

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Kalamazoo Woods Lake Signature Page Kalamazoo Woods Lake Signature Page 3.15

# Transformation Redesign Diagnostic

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

**PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

**Building Team:**

Tamara L. Jamierson	Principal	Jamiersontl@kalamazoo.k12.mi.us
Amy Eastman	Teacher	EastmanAL@Kalamazoo.k12.mi.us
Danielle Buckmaster	Teacher	BuckmasterDA@Kalamazoo.k12.mi.us
Julie Goodlock	Teacher	GoodlockJa@kalamazoo.k12.mi.us
Dave Berlin	Teacher	BerlinDM@kalamazoo.k12.mi.us
Shannon Parlato	Teacher	ParlatoSC@kalamazoo.k12.mi.us
Natalie Wilson	Teacher	WilsonNA@kalamazoo.k12.mi.us
Kim Berry	Teacher	BerryKJ@kalamazoo.k12.mi.us
Dawn Hosler	Teacher	HoslerDM@kalamazoo.k12.mi.us
Christine VanStreain	Teacher	Vanstreain@kalamazoo.k12.mi.us

**Support Team:**

Ric Seagar	School Imp/Assessment	SeagarPE@kalamazoo.k12.mi.us
Dodie Raycraft	Title I Coord.	raycraftdm@kalamazoo.k12.mi.us
Dr. Jim Morse		
Dr. Sharon Dodson		SharonDodson@kresa.org
Pat Coles-Chalmers		

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Based on staff analysis of the 2013 MEAP, strand/item analysis, Z score analysis and district assessment data. The staff determined that there are significant deficits in the content areas of science and math for all students and reading, particularly when compared to the state, and most notably for African Americans, who have double digit gaps in achievement, in all areas, when compared to their white counterparts who attend Woods Lake. With a 30% gap in reading, 12% gap in science and 23% gap in math. Our data also shows weaknesses in the areas of science for all 5th grade students with only 5% of the students testing proficient. Math proficiency is low across grade levels at 18%, 17% and 21%. The team also noted that our 3rd grade reading comprehension scores were below the state level; Woods Lake's 4th grade were outperformed by their state counterparts in multiplication and division task and overall our students struggle with problem solving skills. With so few students having demonstrated the content knowledge needed in these areas, we determined that we need to focus on our Tier I instructional practices and systems to support the work. The following "Big Ideas" were developed:

- 1) Implementing the written, core curriculum with fidelity in math, science and reading.
- 2) Develop and implement a multi-tiered system of support.

We will support students in a variety of ways by implementing the written core curriculum with fidelity, in math, science and reading and develop and implement a multi-tiered system of support, with a specific focus in the content areas by:

- Developing fluency and problem solving skills in math. This will be accomplished by implementing the newly developed math instructional block, which includes a fluency and building number sense component. We will focus our attention more intentionally on providing opportunities for students to engage in problem solving activities.
- Science instruction will focus on the development of vocabulary and inquiry skills. This process of inquiry will be modeled consistently on a daily basis during instruction. By doing so, we believe that we will see an increase in the understanding of the scientific process.
- In reading we will improve our process of word study in context and connecting/integrating other content into reading instruction. We believe this will support student growth and understanding of the content in both science and math.
- This will include providing mentors for staff who need instructional support. The teacher will be identified by the building principal based on instructional data and observations. Teachers will also have the ability to request support based on self-determined need/reflection.
- Coaching and modeling for staff who need assistance in the delivery of the curriculum—there would be a strong focus in the area of science instructional support, guided data analysis work to guide the instruction and PD's.

These "Big Ideas" will be supported by strengthening core instructional practices on a Tier I level, providing quality professional development that requires embedded practice in the classroom, monitoring by observation, providing frequent feedback, teacher reflection, coaching, frequent data analysis and progress monitoring tools to assist with more frequent data analysis.

It will be expected that staff embed the training during their instruction and the modeling by the coach will support this effort. Teachers would receive feedback and support from the coach and principal on a regular basis and have the opportunity to reflect on their practice. Staff will be monitored for embedded practice by administrator completing walk-throughs and observations of practices on a regular basis.

Staff will be required to reflect on the job embedded practices, making adjustments as needed to address student's instructional needs.

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

Staff will be given the opportunity during staff meetings, grade level meetings and common plan times to analyze student data, work and plan for next steps in instruction. The goal will be to create an instructional schedule that allows staff additional time to work together to complete this task and will be grounded into our day-to-day practices. The building/instructional schedules will be monitored closely and adjusted to support instructional delivery and data analysis.

We will use the following strategies to address the needs in the identified areas:

There will be a focus on explicit vocabulary instruction in science-with progress monitoring, Math fluency focus-with frequent progress monitoring, focus on Inquiry Based Learning Practices that will benefit instruction in the areas of math and science and training in the proper delivery of the science curriculum. Pre and post assessments will be used to monitor acquisition of the skills. For example: teachers are receiving Professional Development and support in teaching academic vocabulary in science. Students have been given a pre-assessment to measure their understanding of the vocabulary needed to successfully understand and perform the task expected in science. Through training in science instruction, modeling, coaching and implementation of the curriculum with fidelity, progress monitoring and post assessment we expect to see a growth in student's abilities to understand and perform the science objectives. The same process will be used when monitoring math.

As a result of the monitoring of the practices we expect to see an increase in student's abilities to perform the learning objectives.

### Resources:

Nash, H., & Snowling, M. (2006, May 1). Teaching new words to children with poor existing vocabulary knowledge

Stahl, S. (2005). Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction). In E. H. Hiebert and M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice.

Review of Current Research on Vocabulary Instruction <http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf>

Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard Dufour (Author), Rebecca DuFour (Author), Robert Eaker (Author), Thomas Many (Author)

Designing Project-Based Science: Connecting Learners through Guided Inquiry. Ways of Knowing in Science Series.

Polman, Joseph L.

### State what data were used to identify these ideas

Based on staff analysis of the 2013 MEAP, strand/item analysis, Z score analysis and district assessment data. The staff determined that there are significant deficits in the content areas of science and math for all students and reading, particularly when compared to the state, and most notably for African Americans, who have double digit gaps in achievement, in all areas, when compared to their white counterparts who attend Woods Lake. With a 30% gap in reading, 12% gap in science and 23% gap in math. Our data also shows weaknesses in the areas of science for all 5th grade students with only 5% of the students testing proficient. Math proficiency is low across grade levels at 18%, 17% and 21%. The team also noted that our 3rd grade reading comprehension scores were below the state level; Woods Lake's 4th grade were outperformed by their state counterparts in multiplication and division task and over all our students struggle with problem solving skills. With so few students having demonstrated the content knowledge needed in these areas, we determined that we need to focus on our Tier I

## Redesign Plan

Woods Lake Elementary:A Magnet Center For The Arts

---

instructional practices and systems to support the work. The following "Big Ideas" were developed:

- 1) Implementing the written, core curriculum with fidelity-in math, science and reading.
- 2) Develop and implement a multi-tiered system of support.

## **PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

1A

Tamara L. Jamieron M. Ed, principal of Woods Lake Elementary School: A magnet Center for the Arts was installed as principal in the fall of 2014. Mrs. Jamieron came to us with a wealth of experience as an elementary principal, teacher, curriculum specialist and Early Childhood Director. She has been evaluated by the district as a principal and has the ability to lead and implement the turnaround plan that she and her leadership team have designed. As evidenced by her evaluation and prior work experience, Mrs. Jamieron has demonstrated the ability to meet these five "turnaround competencies":

1. Identify and focus on early wins and big payoffs;
2. Break organizational norms;
3. Act quickly in a fast cycle;
4. Collect and analyze data; and,
5. Galvanize staff around big ideas.

Mrs. Jamieron has demonstrated these competencies through the following actions:

In the year prior to her becoming the principal at Woods Lake Mrs. Jamieron was instrumental in developing a system that focused on student learning and interventions. This system consisted of schedule changes to accommodate the instructional needs and support of students. Mrs. Jamieron was also instrumental in working with teacher leadership to restructure the instructional team to address new curriculum focuses. Upon her appointment to Woods Lakes Mrs. Jamieron began focusing the school improvement plan around three key focus areas: 1) Systems that support the use of data-progress monitoring 2) Instructional practices that could increase student proficiencies in the area of science as only 3% of the students tested proficient 3) The effective use of Professional Learning Communities.

She has adjusted the daily schedule to to accommodate common grade-level planning time, provides additional time during staff meetings for staff to use for data analysis and instructional planning. Additionally, Mrs. Jamieron has made adjustments to the building discretionary budget to provide professional development around the three priorities.

Mrs. Jamieron had key staff members trained in strengthening parental involvement, instructional techniques in math, data analysis, ELA and science. She moved quickly to acquire a science consultant to assist, coach and model effective instructional practices for staff. She has raised expectations for staff around the annual goals they write for their evaluations. This includes, increasing the amount of walk-throughs and feedback that they were accustomed to receiving. Additionally, Mrs. Jamieron has, and will continue, to provide training to her staff in the analysis and use of data using the district's Datawise application.



## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

1B

### Administrator support

KPS has created an organizational structure by which all building principals participate in ongoing professional learning opportunities through various networking meetings. Each month they participate in an Instructional Leadership meeting. This meeting is led by the district superintendent and focus is placed on current issues for the district and throughout the state. Principals are frequently guided through problem solving scenarios with discussion and feedback in order to support them in their ongoing professional growth.

The New Administrator Training and Principal Mentor/Coaches are provided to some administrators, including new administrators and administrators in priority buildings. These coaches work with the building principals in helping to develop skills in teacher observation and instructional methodology aligned with the big ideas within the reform/redesign plan. For example, focus on strengthening Tier 1 instruction within a multi-tiered system of support is critical in a priority building in order to support all learners prior to the introduction of Tier 2 and Tier 3 interventions. Principal Mentors/Coaches' focus on helping to develop increased skills in the area of observation and instruction methodology will help to address Tier I challenges.

Monthly Principals' Meetings are another required networking opportunity. Focus topics are identified for these meetings which address current issues, effective schools research, supporting continuous school improvement and building leadership capacity. Emphasis on the use of data as part of the comprehensive needs assessment to determine actions steps has been the topic of the last few sessions. Materials utilized in these meetings are Michigan Department of Education developed tools from Mi-CSI presented by an individual involved in the development of those materials.

In addition, presentations are provided to develop an understanding of the ongoing initiatives in the various departments throughout the district and how those align with improvement efforts at the building levels. This is done to help ensure alignment of initiatives and resources throughout the district to support the buildings in addressing the "big ideas" in their plans. For example, a presentation by the Student Services Department helped to increase the ability to use student behavior data to implement a multi-tiered system in behavior. The math consultant presented on the critical components of a structured math block, another focus of the redesign/reform plan. The ultimate goal is to continually provide principals with instruction and support to build leadership capacity, as well as providing an opportunity for feedback as to their future needs.

Ongoing support by central office staff is provided in the areas of school improvement, data analysis, content support, teacher evaluations and many other areas. In addition, the district has worked with the Kalamazoo RESA to provide ongoing coaching within the buildings to teachers, primarily, but also to support principals in strengthening academic areas. The use of data through the Professional Learning Process, combined with a focus on the development of increased content knowledge for staff, will provide the competencies needed for staff to strengthen Tier 1 instruction as well as continue to develop additional skills for Tiers 2 and 3. This focus will strengthen the implementation of a multi-tiered system of support, Woods Lakes' other "big idea". Training in the implementation of a MTSS is also available through district staff and KRESA and has been identified as a focus for ongoing learning by district staff.

In recent years, the district has focused resources on developing principals' capacity to build and lead professional learning communities in their schools through voluntary training in Adaptive Schools, Cognitive Coaching and through participation in the Summer PLC Summit.

### Teachers/Staff Support

Professional learning opportunities at KPS are extensive and focused on the development of skills for all staff to better meet the needs of our students. Content area coaches and instructional coaches are available and provide ongoing support to staff throughout the school year in

the form of walk-throughs followed by coaching for the teachers involved. Ongoing coaching is available in all of the content areas identified by Wood Lake in their 'big idea' for increasing achievement in reading, math and science. Coaches are available at the district and through KRESA. Formal professional development is provided at buildings and at the district level to increase teacher skills and knowledge of content by internal district staff/coaches as well as external consultants. Collaboration with the Kalamazoo RESA to utilize content area coaches for observations, audits and ongoing coaching is a model we are implementing and expanding throughout the district.

New Teacher Academy and Mentoring is provided to building staff each year. Support through feedback about "walk-through" information to support the development of teacher skills is ongoing. At times, a "second set of eyes" is requested to provide additional support. This process utilizes central office staff, external coaches and others to observe staff and provide feedback in a post-observation conference. Individualized and customized professional development at conferences and workshops offered by state service agencies and our RESA are also made available through the school improvement process.

### **Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

#### 2A

During the 2010 - 11 school year, the district, Kalamazoo Education Association (KEA) and the UAW collaborated extensively to create a new three-tiered Annual Teacher Evaluation Model that is performance based and structured around the Framework for Teaching developed by Charlotte Danielson. This was done through regular meetings between KEA members and central office staff and is reviewed annually. KPS signed a contract with the KEA in December of 2012 which stipulates that the percentage of the evaluation for student growth be 25%, or as required by law. The law requires that, beginning with the 2015 - 2016 school year, at least 50% of both teacher and administrator evaluations be based on student growth and assessment data. The adopted model includes the original 4 domains that are part of the Danielson Framework; planning and preparation, classroom environment, classroom instruction, and professional responsibility. KPS added a 5th domain, student growth, to ensure compliance with state guidelines. Growth is measured through the selection of specific assessment measures from a pre-determined list including state, national and local assessments. Teachers must designate which measures will be used each year to determine the growth component of the individual's evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In its fourth year of implementation, the district model is fine-tuned annually based on feedback from teachers and administrators.

Teachers and administrators collaborate to create goals based on raising student achievement as part of the continuous school improvement process. These goals are reviewed annually. Progress toward meeting these improvement goals are considered during the evaluation process.

Student growth weighting at Kalamazoo Public Schools for each school year is determined based upon the current state law percentages. Since 2011 -12, 25% of the annual evaluation for teachers is based on student growth and/or achievement. KPS will continue to raise this

weight as required by law. KPS will make changes, as needed, to comply with state guidelines.

2B

As members of the UAW, the KPS administrator contract stipulates that the Superintendent, or designee, and the Union, shall meet at least once a month to discuss matters relating to the agreement or any other collective bargaining subject. This process was used during the 2010-11 school year to collaboratively create the Administrator Performance Review (attached). KPS signed a contract with the UAW in July of 2014 and this agreement is in effect until June of 2015. This evaluation is a criterion-referenced tool that rates administrators on nine key categories of effective leadership. Within these nine categories are specific categories relating to student achievement and knowledge of instructional programming. Each category is weighted, with 30% of the evaluation derived from student performance/growth. In 2014-15, the amount of the evaluation accounted for by student growth is 30% and in subsequent years this will be increased as required by law. The law requires that, beginning with the 2015 - 2016 school year, at least 50% of both teacher and administrator evaluations be based on student growth and assessment data. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature. The UAW Agreement is voted on by the union members and Board approved.

Both teachers and administrators collaborate to create building goals based on raising student achievement. These goals are reviewed annually as part of the ongoing continuous improvement process. In addition, implementation of the overall school improvement plan is considered as part of the administrator evaluation.

Evaluation system attachments are included in the assurances section of this redesign plan.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

3A

The school and district will use common assessment to identify student growth for students assigned to each teacher. The assessments used will include the NWEA/MAP Benchmark Assessments, district assessments, course-based assessments, and/or grade-level common assessments. In addition, teachers who contribute significantly to building leadership through service on the school improvement team or leadership team, or who provide grade-level team leadership within a building, will be identified and recognized. This will be done through the use of Title II and/or other funds to support specific professional development as identified in the school improvement plan and in alignment with the reform/redesign plans. The focus of the professional learning will be on core content and/or improvement processes to support the implementation of a multi-tiered system and increased achievement in the core, the building's big ideas. These individuals will be recommended by building administrators to central office staff and approval will be processed through central office. Building administrators will also recognize staff that have become leaders in the implementation of the reform plan 2 - 3 times per year, as appropriate. Buildings will

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

be encouraged to determine other non-monetary "benefits" such as Teacher of the Month, preferred parking, recognition in school newsletters, depending upon the building. Consideration will also be given to developing business partnerships to provide gift cards for recognized teachers.

3B

At KPS, a specific process has been developed to address teacher performance based on the approved teacher evaluation process. This process is based on the Charlotte Danielson model and addresses the four quadrants of her model. In addition, a fifth component has been added which is student growth. For the growth component, staff is required to determine specific student growth measures and this information is factored into overall teacher effectiveness ratings. Timelines have been developed and action steps delineated for this evaluation process to guide principals (See Attached Teacher Evaluation Document). Principals are required to notify HR immediately when they feel they may have a teacher that is experiencing difficulty and the process is implemented as outlined. Upon initiation of the process, supports are determined for both the teacher and the principal. Personnel in the HR department closely monitor implementation and are involved throughout the process to advise principals, as needed. A very specific timeline is followed which ensures timely actions are taken throughout the school year to support and address teacher performance. Activities within the process include formal observations, walk throughs, anecdotal evidence, teacher response, post observation conference, and a summative evaluation conference.

The overall process consists of a three-track evaluation system. Each track of the process increases interventions and supports for the identified staff. The process is differentiated for Probationary or Tenured teachers. Specific details of the process are included in the uploaded document. Based on the results of these supports and interventions, a determination is made as to whether or not a teacher's employment will be continued.

Building leaders and curriculum administrators are expected to routinely conduct walk-throughs using rubrics, aligned with the Danielson domains, to gather data, monitor performance and provide support to classroom teachers on an ongoing basis. Web-based software (Pivot by Five-Star Technology) serves as a tool to aid administrators in linking observation findings to performance indicators or criteria.

External coaches from the Kalamazoo RESA and principal coaches are also utilized to conduct classroom walk-throughs and to support implementation of strategies and effective instruction teachers. Feedback from these observations is used to determine ongoing professional learning needs and additional support that is needed for our staff. Staff from central office and the Kalamazoo RESA are work collaboratively to provide ongoing support through professional development sessions and/or ongoing coaching. Specific focus is placed on the implementation of the district curriculum, identification and sharing of student learning targets and effective instruction.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Based on staff analysis of the 2013 MEAP, strand/item analysis, Z score analysis and district assessment data. The staff determined that there are significant deficits in the content areas of science and math for all students and reading, particularly when compared to the state, and most notably for African Americans, who have double digit gaps in achievement, in all areas, when compared to their white counter parts

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

who attend Woods Lake. With a 30% gap in reading, 12% gap in science and 23% gap in math. Our data also shows weaknesses in the areas of science for all 5th grade students with only 5% of the students testing proficient. Math proficiency is low across grade levels at 18%, 17% and 21%. The team also noted that our 3rd grade reading comprehension scores were below the state level; Woods lakes 4th grade were out performed by their state counterparts in multiplication and division task and over all our student struggle with problem solving skills. With so few students having demonstrated the content knowledge needed in these areas, we determined that we need to focus on our Tier I instructional practices and systems to support the work. The following "Big Ideas" were developed:

- 1) Implementing the written, core curriculum with fidelity-in math, science and reading.
- 2) Develop and implement a multi-tiered system of support.

We will support students in a variety of ways by implementing the written core curriculum with fidelity, in math, science and reading and develop and implement a multi-tiered system of support, with a specific focus in the content areas by:

- Investigations training that will support inquiry, problem solving and developing fluency skills in math. This will be accomplished by implementing the newly developed math instructional block, which includes a fluency and building number sense component. We will focus our attentions more intentionally on providing opportunities for students to engage in problem solving activities.
- Science Kit Training- onsite training will be provided for the staff by a science consultant from the BAMSC center. We will support staff with coaching, debriefing, practice and observational opportunities, with reflection. Science instruction will focus on the development of vocabulary and inquiry skills. This process of inquiry will be modeled consistently on a daily basis during instruction. By doing so, we believe that we will see an increase in the understanding of the scientific process. Training in Explicit Vocabulary Instruction: PD will be provided by the district for 4th grade. We will pilot the instructional technique in this school year ,2014, in science with the goal to expand in 2015. Staff will be supported by coaching, debriefing, practice and observational opportunities, to include reflection. There will be a focus on explicit vocabulary instruction in science-with progress monitoring, Math fluency focus-with frequent progress monitoring, focus on Inquiry Based Learning Practices that will benefit instruction in the areas of math and science and training in the proper delivery of the science curriculum. Pre and post assessments will be used to monitor acquisition of the skills. For example: Teachers are receiving Professional Development and support in teaching academic vocabulary in science. Students have been given a pre-assessment to measure their understanding of the vocabulary needed to successfully understand and perform the task expected in science. Through training in science instruction, modeling, coaching and implementation of the curriculum with fidelity, progress monitoring and post assessment we expect to see a growth in student's abilities to understand and perform the science objectives. The same process will be used when monitoring math.
- In reading we will improve our process of word study in context and connecting/integrating other content into reading instruction. We believe this will support student growth and understanding of the content in both science and math.
- Teachers will be provided mentors for staff who need instructional support. The teacher will be identified by the building principal based on instructional data and observations. Teachers will also have the ability to request support based on self determined need/reflection.
- Coaching and modeling for staff who need assistance in the delivery of the curriculum-there would be a strong focus in the area of science instructional support, guided data analysis work to guide the instruction and PD's.
- There will be a multi-system of support for students that includes the use of data to determine if the students' needs a tier II or III intervention and this will be built into the instructional block. We will avoid puling or providing an additional does of instruction that interferes with the initial Tier I instruction. Grade three (3) is piloting this approach for the 2104-2015 school year.

These "Big Ideas" will be supported by strengthening core instructional practices on a Tier I level, providing quality professional development that requires embedded practice in the classroom, monitoring by observation, providing frequent feedback, teacher reflection, coaching, frequent data analysis and progress monitoring tools to assist with more frequent data analysis.

It will be expected that staff embed the training during their instruction and the modeling by the coach will support this effort. Teachers would

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

receive feedback and support from the coach and principal on a regular basis and have the opportunity to reflect on their practice. Staff will be monitored for embedded practice by administrator completing walk-throughs and observations of practices on a regular basis

Staff will be required to reflect on the job embedded practices, making adjustments as needed to address student's instructional needs.

Staff will be given the opportunity during staff meetings, grade level meetings and common plan times to analyze student data, work and plan for next steps in instruction. The goal will be to create an instructional schedule that allows staff additional time to work together to complete this task and will be grounded into our day-to-day practices. The building/instructional schedules will be monitored closely and adjusted to support instructional delivery and data analysis.

As a result of the monitoring of the practices we expect to see an increase in student's abilities to perform the learning objectives.

### Resources:

A Cluster Approach to Elementary Vocabulary Instruction.

Marzano, Robert J.; Marzano, Jana S.

Nash, H., & Snowling, M. (2006, May 1). Teaching new words to children with poor existing vocabulary knowledge

Stahl, S. (2005). Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction). In E. H. Hiebert and M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice.

Review of Current Research on Vocabulary Instruction <http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf>

Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard Dufour (Author), Rebecca DuFour (Author), Robert Eaker (Author), Thomas Many (Author)

Designing Project-Based Science: Connecting Learners through Guided Inquiry. Ways of Knowing in Science Series.

Polman, Joseph L.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and**

career growth and more flexible work conditions.

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

5A

### Recruiting Teachers

The district uses demographic and achievement data, along with other factors, to determine staffing needs at each individual school. More specifically, we look for applicants that have had experience working in high poverty, urban school settings. A Letter of Agreement has been developed to guide staffing in the area of minority recruitment. Advanced degrees in specific content areas are also considered. Experience in working in buildings that have been involved in closing the achievement gap is another desirable characteristic of potential candidates. Given the district focus on building partnerships with community agencies throughout the district, involvement in community agencies and leadership roles in those, and other, positions is also seen as a positive and critical characteristic. The district considers other factors such as unique skills, specialized certifications needed, and experience working with diverse student populations and communities.

Human Resources actively recruits teachers from multiple regional colleges and universities beginning in March of the previous school year. We intentionally recruit staff to work in the summer school to determine "fit" with the district for possible full time employment. We continually monitor substitute and student teachers that are utilized in the buildings to identify potential employees. We work closely with universities to place student teachers with tenured teachers in our buildings to create a pool of quality candidates familiar with our district for future employment. HR also attends job fairs, advertises postings, and seeks out potential recruits with urban experience. Other administrators in the district are also invited to participate in the recruiting process. Additionally, intern teachers and other promising teachers are often recruited into summer school programming where they are actively observed working with our student population. Teachers that show promise in working with our students are given favorable consideration for openings in our district.

Use of an online application tool, Applitrack, ensures that candidates that may be located outside of our immediate region are able to monitor openings and complete the application process. The database of applicants that is created through these online applications provides Human Resources the ability to review a large pool of individuals for each opening, looking for a proper fit, given an individual building's unique needs. Status as a Focus or Priority building is communicated to potential candidates and is considered throughout the hiring process and specific skills that are needed to be successful in a given setting are assessed through the screening and interview process. Human Resource staff, as well as building administrators, are involved in the interview process and a hiring recommendation is made collaboratively by the interview team.

5B

### Retaining Teachers

The district will provide opportunities for teachers in the priority school to design or choose professional development related directly to the school improvement/reform plan and they will be supported by Title II and/or district funds. Ongoing communication with the building principal and staff through networking meetings and individual conversations will help to identify and provide support to the teachers to develop the skills they need to address the students' needs as well as the personal growth goals identified by staff. District staff has been, and will be involved, to provide ongoing professional development in effective instructional strategies, using data to inform changes in instruction, and addressing student behavioral concerns. Support from Kalamazoo RESA will also be identified and provided to increase staff capacity for to close achievement gaps. Ongoing discussion at the district level to identify and support teachers within the priority buildings helps to determine future staff needs to ensure implementation of effective strategies aligned with the plan's big ideas.

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

Additional retention strategies will include recognition of staff, the opportunity to serve on leadership teams, curriculum teams, and other district committees. Several of these result in additional stipends. In addition, staff involved in leadership positions are encouraged and supported to continue to develop additional leadership and content knowledge expertise. Staff will also be provided the opportunity to develop a specialization in a specific strategy/initiative in the district, such as data analysis, content area support. These opportunities will help them to become instructional leaders and support personal growth goals that may have been identified, as well as increase their skills to work in a high-need school. These supports and opportunities will also help the district to create a pipeline of future leaders for our buildings, a critical component in transforming schools.



## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

Based on staff analysis of the 2013 MEAP, strand/item analysis, Z score analysis and district assessment data. The staff determined that there are significant deficits in the content areas of science and math for all students and reading, particularly when compared to the state, and most notably for African Americans, who have double digit gaps in achievement, in all areas, when compared to their white counterparts who attend Woods Lake. With a 30% gap in reading, 12% gap in science and 23% gap in math. Our data also shows weaknesses in the areas of science for all 5th grade students with only 5% of the students testing proficient. Math proficiency is low across grade levels at 18%, 17% and 21%. The team also noted that our 3rd grade reading comprehension scores were below the state level; Woods Lake's 4th grade were outperformed by their state counterparts in multiplication and division task and over all our students struggle with problem solving skills. With so few students having demonstrated the content knowledge needed in these areas, we determined that we need to focus on our Tier I instructional practices and systems to support the work. The following "Big Ideas" were developed:

- 1) Implementing the written, core curriculum with fidelity in math, science and reading.
- 2) Develop and implement a multi-tiered system of support.

If we address the gap within our student population in the areas of math, science and reading we will see significant growth in our achievement. We will support students in a variety of ways by implementing the written core curriculum with fidelity, in math, science and reading and develop and implement a multi-tiered system of support, with a specific focus in the content areas by:

- Developing fluency and problem solving skills in math. This will be accomplished by implementing the newly developed math instructional block, which includes a fluency and building number sense component. We will focus our attention more intentionally on providing opportunities for students to engage in problem solving activities.
- Science instruction will focus on the development of vocabulary and inquiry skills. This process of inquiry will be modeled consistently on a daily basis during instruction. By doing so, we believe that we will see an increase in the understanding of the scientific process.
- In reading we will improve our process of word study in context and connecting/integrating other content into reading instruction. We believe this will support student growth and understanding of the content in both science and math.
- This will include providing mentors for staff who need instructional support. The teacher will be identified by the building principal based on instructional data and observations. Teachers will also have the ability to request support based on self-determined need/reflection.

- Coaching and modeling for staff who need assistance in the delivery of the curriculum-there would be a strong focus in the area of science

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

instructional support, guided data analysis work to guide the instruction and PD's.

These "Big Ideas" will be supported by strengthening core instructional practices on a Tier I level, providing quality professional development that requires embedded practice in the classroom, monitoring by observation, providing frequent feedback, teacher reflection, coaching, frequent data analysis and progress monitoring tools to assist with more frequent data analysis.

It will be expected that staff embed the training during their instruction and the modeling by the coach will support this effort. Teachers would receive feedback and support from the coach and principal on a regular basis, in the form of weekly walk-throughs and observations and have the opportunity to reflect on their practice. Staff will be monitored for embedded practice by administrator completing walk-throughs and observations of practices on a regular basis

Staff will be required to reflect on the job embedded practices, making adjustments as needed to address student's instructional needs. Staff will be given the opportunity during staff meetings, grade level meetings and common plan times to analyze student data, work and plan for next steps in instruction. The goal will be to create an instructional schedule that allows staff additional time to work together to complete this task and will be grounded into our day-to-day practices. The building/instructional schedules will be monitored closely and adjusted to support instructional delivery and data analysis.

We will use the following strategies to address the needs in the identified areas:

There will be a focus on explicit vocabulary instruction in science-with progress monitoring, Math fluency focus-with frequent progress monitoring, focus on Inquiry Based Learning Practices that will benefit instruction in the areas of math and science and training in the proper delivery of the science curriculum. Pre and post assessments will be used to monitor acquisition of the skills. For example: teachers are receiving Professional Development and support in teaching academic vocabulary in science. Students have been given a pre-assessment to measure their understanding of the vocabulary needed to successfully understand and perform the task expected in science. Through training in science instruction, modeling, coaching and implementation of the curriculum with fidelity, progress monitoring and post assessment we expect to see a growth in student's abilities to understand and perform the science objectives. The same process will be used when monitoring math.

As a result of the monitoring of the practices we expect to see an increase in student's abilities to perform the learning objectives.

### Timeline:

Summer of 2014- 2016- Science PD began for staff and will continue until all staff are updated on curriculum components.

Fall of 2014- 2016 Science consultant acquired to assist with science instruction in the form of coaching and modeling.

Fall of 2014-2016 Science Vocabulary work and PD began with staff and students. To include pre-test to establish a baseline of student understanding of the important components of content expectations. Progress monitoring and Post test for each unit will be administered to assess student learning.

Fall of 2014- Math consultant was acquired to provide feedback and suggestions to address math instructional practices. District has established model for math instructional blocks for staff to implement.

Fall 2013-present- newly adopted reading curriculum was put into place and staff will continue to be trained in its effective implementation. This training also includes its connections to other content areas.

Fall 2015- building schedule developed and implemented to support data analysis of student work and planning for student interventions and success based on the data by developing a supplemental block of time into the master schedule to support student learning and development, to include common planning time

2014-2017- staff will consistently monitored for implementation of the expected instructional practices to be implemented and a plan frequent data analysis will assist in the practice of frequent reflection and adjustment for student learning goals.

Data analysis is used regularly at Woods Lake. The reform plan will create a clear manner in which, it is expected that data be analyzed and

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

opportunities for that use will be embedded into our schedule regularly.

The instructional schedule will be designed to allow staff the opportunity to analyze data on a weekly basis. Staff have two times a month that are allocated as grade level meeting times, per the district schedule and one of our staff meetings will be dedicated to data analysis work and planning. This will designate the staff a total of four times a month on a weekly basis, two times per month during grade level meetings and one allocation of a staff meeting, a total of seven (7) times per month minimum. This data may consist of teacher made assessments, student work, formal assessments- Running Records(F&P data) progress monitoring data, District Data- MAP and district level assessments in science, math and reading and formative assessments- MAP and MEAP. This information will be used to assess and reflect on instructional practices and plan for Tier II and Tier III instruction, if necessary.

All staff will be responsible for the implementation of the plan.

Resources:

A Cluster Approach to Elementary Vocabulary Instruction.

Marzano, Robert J.; Marzano, Jana S.

Nash, H., & Snowling, M. (2006, May 1). Teaching new words to children with poor existing vocabulary knowledge

Stahl, S. (2005). Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction). In E. H. Hiebert and M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice.

Review of Current Research on Vocabulary Instruction <http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf>

Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard Dufour (Author), Rebecca DuFour (Author), Robert Eaker (Author), Thomas Many (Author)

Designing Project-Based Science: Connecting Learners through Guided Inquiry. Ways of Knowing in Science Series.

Polman, Joseph L.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

Data analysis is used regularly at Woods Lake. The reform plan will create a clear manner in which, it is expected that data be analyzed and opportunities for that use will be embedded into our schedule regularly.

The instructional schedule will be designed to allow staff the opportunity to analyze data on a weekly basis. Staff have two times a month that are allocated as grade level meeting times, per the district schedule and one of our staff meetings will be dedicated to data analysis work and planning. This will allocate the staff a total of four times a month on a weekly basis, two times per month during grade level meetings and one allocation of a staff meeting, for a total of seven (7) times per month. This data may consist of teacher made assessments, student work, formal assessments- Running Records(F&P data) progress monitoring data, District Data- MAP and district level assessments in science, math and reading and MAP and state assessment data. This information will be used to assess and reflect on instructional practices and plan for Tier II and Tier III instructional plan to address individual student needs for instruction. Our goal is to have 80% of students performing proficiently on instructional objectives at a Tier I level. We will adjust timelines, training and implementation plans based on the analysis of the data.

NWEA(MAP), Fountas and Pinnell

## Redesign Plan

Woods Lake Elementary:A Magnet Center For The Arts

---

District Data

Progress Monitoring

State assessment

We will utilize NWEA(MAP), F&P-District data, State assessment/MEAP, MARS-Performance Task and progress monitoring as collection tools. The staff will use the Professional Learning Communities model to analyze student data and develop next steps for instruction. Staff will receive support and feedback through consistent observations and walkthroughs in all areas of the plan.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

8A

Time will be dedicated to core instruction by redesigning the use of time in the current schedule. The Principal has worked with building staff to:

- Assure Social Studies and Science are integrated into the curriculum on a daily basis.
- Re-purpose breakfast time to include learning activities each day guided by building staff (75 minutes per week)

In addition, principals are working to coordinate activities with Communities in Schools-Kalamazoo to assure that our highest needs students are receiving supplemental instruction and support in after-school programming which is aligned with the core instruction. The district has increased the number of hours by 8.9 hours between 2013-2014 and 2014-2015.

These increases in core instructional time, combined with the intentional use of data to ensure that small group/individual targeted intervention is made available to struggling students through supplemental programs will create the organizational structure and support needed to improve student achievement.

8B

Time will be dedicated to enrichment activities by redesigning the use of time in the current schedule.

- Art, music and P.E. are offered to all students each week and are built into the building master schedule. (170 minutes per week)
- Orchestra and Choir are offered to students in grades 4 and 5
- Academically Talented programming is available for identified students in all buildings
- Summer literacy program provides up to 7 books for 3 - 5 grade students throughout the district
- Literacy night for students and parents to focus on the development of literacy skills
- Communities in Schools - K provides additional academic support for students

8C

It is felt that by placing a renewed focus on providing "bell to bell" instruction, combined with the additional time gained each day we can work  
SY 2014-2015

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

to maximize student achievement. Requiring instruction in all four content areas by allocating time within the schedule will also increase awareness of the need to consistently provide instruction in all core areas. The continued provision of enrichment activities in the areas of art, music and PE, as well as choir and orchestra, provides the opportunity for students to engage in the education process in areas other than the four core areas. Involvement in the arts is shown to support achievement and engagement.

In addition, the increased focus on the use of data to identify and intervene with struggling learners will help staff to target interventions on specific skill deficits, leading to increased overall achievement.

Professional learning time will be made available for all staff

1. Time will be allocated through redesign of master schedule to allocate common planning time for grade-level teachers each day. (20-30 minutes per day) Additional time may be created through provisions of subs and use of pull-out training and/or after school opportunities.
2. Professional learning opportunities that become available in the region will be considered and supported, if aligned to the needs of the school and the transformation plan's "big ideas".
3. Resources available to the building through the RESA will be identified and provided, when possible, and funding is available.
4. Professional development (PD) will be tied directly to the strategies outlined in the building's school improvement/transformation plan.

### Professional Learning for Teachers

- Each building has required monthly professional learning sessions after school with specific topics focused on improving student achievement. These are held on the first Monday of the month for 2 hours and/or on Wednesday for 1.5 hours as per the district calendar and the building plan. Total PD hours required for each teacher in the elementary buildings is 35 hours.
- Ongoing voluntary opportunities are provided to staff throughout the school year for identified teacher leaders, building staff and administrators.
- Building resources are utilized to provide specific professional development for staff as identified in the school improvement plan and the transformation plan.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

### Parent Communications

Parents will be communicated with via email, school and classroom newsletters, Face book and an automated call system. We will distribute a student and parent survey to evaluate our services to students and families.

### Literacy Night with an emphasis on math and science integration

Parents will be communicated with via email, school and classroom newsletters, Face book and an automated call system. This process will be used to encourage parents to participate in our literacy night activities for the 2014-2015 school year that incorporates the math and sciences into the evening.

## Redesign Plan

Woods Lake Elementary: A Magnet Center For The Arts

---

Title I Tutors and Title I Parent Corps worked with K-5 classroom teachers during the day, providing instructional support with math and reading.

- The 21st Century After-School Program provided focused supplemental support to more than 80 students in the areas of ELA and math.
- Multiple interventions are used and documented for children at the strategic and intensive levels as indicated by F&P data and Benchmark Assessments for ELA.
- Continuation of Positive Behavior Supports was established and specific procedures and routines were modeled and practiced throughout the year. Eschool data is routinely reported to the School Improvement Team and staff in creating behavior plans for targeted students. Parents are included in the process.
- Title I Reading Interventionist, Title I School Community Resource Facilitator, and Title I Academic and Behavior Support Specialist worked with identified students on academic achievement and desired school appropriate behaviors.
- The Title I Reading Interventionist worked with students, coordinated assessment schedules and guided instructional interventions. Parent are communicated with to keep them informed of the process and address concerns as needed.
- Extended day kindergarten provided more than 500 hours of increased instructional time for more than 80 kindergarten students.
- Core content was reinforced through arts integration activities, which included the Gilmore Keyboard lab that provides group piano lessons for 100 students, 3rd grade workshops with the Wellspring Dance Company members, the Kalamazoo Symphony Orchestra, The Education for the Arts Foundation, Western Michigan University and Kalamazoo communities In Schools
- Two bilingual staff members work with more than 80 students in the Bilingual Center and are translators at Parent/Teacher Conferences and for school newsletters.
- A Literacy night was developed for all students. The event was held in the spring, it included a meal and stations to see teachers and literacy coaches working with children. Student work was displayed; materials for parents to take home to work with their child and door prizes were available for the participants. Translators were also provided to assist with Spanish speaking parents.
- Professional Learning Communities have been in place and have helped direct instruction through data analysis, common assessments, and intervention implementation.
- The Kalamazoo Kids In Tune program infuses the existing KCIS after-school program with the El Sistema philosophy and methodology of music education. Four days each week (Mon-Thurs) children receive a hot meal, academic tutoring and literacy support, music instruction, and recreation.
- The school participated with Western Michigan University school for a collaborative service learning project. More than 100 Western Michigan University students participated and worked with students in the areas of Reading, Writing and Social Studies.
- Full Time Professional Dance Instructor provides integrated lessons with core academic content in grades K through 5.
- The school developed relationships with local agencies such as; The NAACP, The Hispanic Soccer League, Black Cultural Arts Center, Progressive Deliverance Church, SLD Center, KCMH, The Kalamazoo Public Library, Western Michigan University, The Gilmore International Keyboard Festival, Wellspring Dance Company, Education for the Arts, Michigan State University Extension Program, The Good News Club, Foster Grandparents, The Kalamazoo Symphony and the Loy Norrix Peace Jam Organization.
- The Parent / Teacher Organization (PTO) has organized a number of social and academic activities. Academic activities included: Booths at the fall Open House / Curriculum night, three book fairs sponsored by Scholastic, two Title I parent nights (Fall and Spring) to discuss parenting strategies and literacy resources around the community, booths at the spring Literacy night, assistance to teachers raising funds for field trips or classroom resources, and trips to the scholastic warehouse to buy books for students and teachers  
Social activities included: An ice cream social in the fall before the start of school for parents to see who their classroom teacher would be, a "fun run" to promote exercise and physical activity while raising funds for the school, Donuts with Dads, Muffins with Moms, and Kids Invite Someone Special (K.I.S.S.) breakfasts to promote parent involvement, movie nights, roller skating, Bounceland fundraisers, Holiday Bazaar (local vendors sell their wares for a table fee at the school), Spring carnival, School-wide talent show
- Writing consultant to work with teachers on improving and refining writing instruction. This was a continuation of last year's efforts which resulted in a jump of 20% on fourth grade MEAP scores (from the third grade year)

## Redesign Plan

### Woods Lake Elementary: A Magnet Center For The Arts

---

- PACE (Practicing Artists and Contributing Educators) program after school drama group
- Fresh Fruits and Vegetable Program (FFVP), government initiative to promote healthy eating by providing a fruit or vegetable snack three times per week
- Pre-interns from Western Michigan University--Students worked in classrooms 2 days per week to observe and conduct lessons monitored by teacher mentors
- Partnership with Education for the Arts (EFA) program to prepare students to view a work of art through lessons involving music, movement, and visual art
- Partnership with Communities in Schools of Kalamazoo (CIS) to provide several health and wellness services including the following: Dental Van--visits for children to receive free dental cleanings and referrals if more services are required, Warm Kids program--provides winter coats and outerwear for children in need, First day Shoe program--provides a free pair of shoes in the fall for any family by request, weekend food packs--provides bags of food for individual children to have for the weekend
- Girls on the Run of Greater Kalamazoo (GOTR)--Teachers serve as coaches two days per week from March to May to provide physical preparation for a 5k run and various self-esteem building sessions to promote a positive body image and appreciations of ones own unique strengths
- Title I tutor / mentors worked with selected children to promote positive academic and behavioral choices. Parents of these students were invited to two informational breakfasts during the year as well as regular communication to support their child(ren)'s success in school
- Girl Scouts lunch program and Boy Scouts meetings in evenings at the school
- Woods Lake Global Reading Challenge-- 4th and 5th grade students competed with groups from other schools to promote literacy
- Move that Bus! Positive behavior challenge for all students to earn positive bus tickets. Winners of the most tickets received a party at the end of each month
- Peace Jam

Woods Lake Elementary: A Magnet Center for the Arts is striving to reach Academic Excellence. Its community partnerships and dedication to the students and parents have been exceptional. The Woods Lake PTO supports the involvement of parents and teachers by implementing various activities involving the families and the Woods Lake Community.



## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The Priority School Improvement Team and principal at Woods Lake Elementary will determine how the building Title I budget will be allocated in the support of the Priority School Improvement Plan as determined through a Comprehensive Needs Assessment. Operational flexibility will be provided to assure the plan can be implemented as written as follows:

Building principals will be given the flexibility to operate the schools according to the proposed redesign plan, and as needed to substantially improve student academic outcome - including the allocation and expenditure of Title I funds

Areas of flexibility include staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the building-level leadership team, managing all school improvement goals, identifying professional learning needs, etc.

Flexibility will be provided with regard to instructional planning to assure that instructional staff has the discretion to adjust activities to meet the needs of students in their charge, and to provide instructional support through the proposed Tiered Intervention Model

A plan will be developed for monitoring and evaluating the implementation and effectiveness of the proposed redesign plan. External consultants will work with the district and building personnel and the building principals to monitor and evaluate plan implementation

The Board of Education will receive quarterly status updates for the duration of the redesign plan

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

11A

District staff continues to work closely with the building principals to understand and implement a continuous improvement process. Utilizing tools and resources developed by the Michigan Department of Education, building leaders are working to gather outcome, demographic, process and perception data to inform the process. As the building moves into the action planning stage by unpacking the strategies they have identified, district staff will work to identify and provide the resources needed by the building. They could be in the form of helping the building to locate professional learning, assisting with the alignment of federal funds with building needs, provision of coaching support by district staff and/or RESA staff, etc. Relationships and connections are being developed and processes created to access these supports.

## Redesign Plan

Woods Lake Elementary:A Magnet Center For The Arts

---

The district liaison has been identified as Dodie Raycraft, Director of Improvement, Title I and Assessment. She is working closely with the buildings to align the school improvement process with the requirements of the reform/redesign plan and Title I requirements and resources.

Additional technical assistance will be provided through the Michigan Department of Education and the Regional Educational Service Agency. We have identified a RESA "contact person" that is assisting the district to identify services at the RESA that align with our district needs. She is also working with the consultants at the RESA and the district staff to ensure alignment of initiatives.

More specifically, the following actions will be implemented:

Ongoing technical assistance will be provided to the priority school through the proposed redesign plans. Assistance will be provided through contracted external service providers in addition to support provided by district staff including the Director of Improvement, Title I and Assessment, the Assistant Superintendent of Teaching and Learning, the Director of Curriculum and Instruction, ELA and Math Coordinators and a Technology Coordinator.

The district office of school improvement and building principal will develop and execute contracts where necessary or required. Additional technical assistance will be provided through MDE School Reform Office and through our School Improvement Facilitator at KRESA.

The priority school will participate in all technical assistance and networking meetings for priority schools offered by MDE, accompanied by a district office representative.

### 11B

Implementation of the plan will be overseen primarily by the Director of Improvement, Title I and Assessment, working in collaboration with the Teaching and Learning Services staff who are overseen by the Assistant Superintendent of Teaching and Learning. Support for the buildings is an ongoing discussion at weekly Teaching and Learning Services team meetings so that additional support from the district can be identified and provided. This plan will be fully supported by the Kalamazoo Public Schools.